



SEN POLICY and INFORMATION REPORT

**Date of Policy: July 2018
Review Date July 2019**

Original Issue Date: July 2008
1st Review Date: July 2009
2nd Review Date: July 2010
3rd Review Date: March 2012
4th Review Date: Sept. 2015
Change to officers: November 2016
5th Review July 2018

1. Mission statement

“Every pupil with Special Educational Needs and disability at Maiden Beech Academy has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well being of all pupils in relation to: being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic wellbeing.” Rita Cheminais ‘Every Child Matters a New Role for SENCOs’ p18.

Aims

To create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all children can thrive.

We will achieve this by:

- Ensuring that the arrangements made for pupils with SEN are in line with the requirements in the Children and Families Act 2014, SEN and Disability Regulations, Equality Act 2010 and the SEN Code of Practice July 2014.
- Valuing the uniqueness of each child and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensuring that children with SEN are able to participate fully in all Maiden Beech Academy activities.
- Ensuring that all children are involved in the decision made about them and their education.
- Ensuring that we involve parent/carers in Maiden Beech Academy life and inform them about their children’s progress.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Debbie Wright. She can be contacted through the Maiden Beech Academy parent portal or the school office.

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision at Maiden Beech Academy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that Maiden Beech Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure Maiden Beech Academy keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor Rev. Stephen Gray will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within Maiden Beech Academy and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in Maiden Beech Academy.

4.3 The Headteacher

The Headteacher Mr. Carl Winch will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in Maiden Beech Academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every pupil in their classes.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Maiden Beech Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEN and assessing their needs

Many children are already identified by the first schools before they arrive at Maiden Beech Academy, and close links are established with these schools, so that all important information is passed on to us before the children arrive. On arrival at Maiden Beech Academy and annually thereafter all children are screened for cognitive ability, reading, spelling and maths so that we may identify some children who need help, who have not previously been identified - or those whose needs may have changed.

Close contact is maintained with all staff, so that any mismatch in pupil ability and achievement that is not identified through the above procedure, can be discussed, and any necessary course of action can be implemented. Initial specific assessments may be carried out with a child to aid the referral to the correct external agency (and provide more information for the referral if necessary). If it is then deemed appropriate, advice is sought from external agencies who may agree to meet and assess a child, following information being provided by academy/home.

Those pupils with behavioural problems will also be identified and supported accordingly. A separate Student Services team, deal directly with these students on a daily basis, who present with behaviour issues which impact on their learning.

However, behavioural difficulties, disruptive or withdrawn behaviours, slow progress, low attainment and/or difficulties related solely to limitations in English do not necessarily mean that a pupil has SEN.

5.3 Consulting and involving pupils and parents

Parents are welcome to ask questions about their child's progress, they are more than welcome, at any time, to contact Maiden Beech Academy and ask to speak to the relevant members of staff. We would like you to talk to your child's teachers and tutors regularly so we know what they are doing at home and we can tell you about what we are doing in academy. We hope this will make sure that we are doing similar things to support your child both at home and Maiden Beech Academy and can share what is working in both places.

Members of the Student Services Team are available to meet with you to discuss your child's progress or any concerns/worries you may have:

- SENCO – Debbie Wright
- Pastoral Care Coordinator & Deputy Child Protection Officer - Kate Stubbins
- Student Support Assistant - Sam Paull

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. Pupil Passports will be reviewed with your child and any updates will be sent to you.

5.4 Assessing and reviewing pupils' progress towards outcomes

Maiden Beech Academy adopts a 'high quality inclusive teaching' approach as outlined in the school's Teaching and Learning Policy. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If concerns regarding progress, attainment or behaviour persist these are discussed with the SENCO and parent/carers. If the pupil is identified as having SEN Maiden Beech Academy will then take action to remove barriers to learning and put effective SEN provision in place.

Assessing and Reviewing four part cycle:

ASSESS – teacher and SENCO carry out a clear analysis of the child's needs, drawing on Teacher assessments and knowledge of the pupil, additional targeted assessments; tracking or progress and attainment; views of child and parent/carers; advice from external support services.

PLAN – if it is concluded that SEN support is required, parent/carers will be formally notified and in consultation with them, the child, the teacher and the SENCO, adjustments, interventions and support will be put in place. The expected impact of these interventions will be determined and a date for review set. Support and interventions will be selected to meet the outcomes identified, based on reliable evidence of effectiveness, and this will be provided by staff with sufficient skills and knowledge. The support and interventions available vary by age and are recorded in the Whole School Provision List (Appendix 1). Where appropriate, plans made will include parental involvement to reinforce or contribute to progress towards the outcomes. All staff who work with the child will be made aware of the needs and the plan to support the child.

DO – the class teacher is responsible for working with and assessing the progress of the child, even if the interventions require group or 1:1 support away from the class. They will work closely with other staff involved in order to plan and assess the impact of the support. The SENCO will offer additional support or assessments if the child's particular strengths or weaknesses and advise on the effectiveness of the interventions provided.

REVIEW – the effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and parent/carers. This will feed back into the analysis of the child's needs. The teacher and SENCO will then revise the support and interventions in light of the progress and developments made, deciding on any alterations to the support given in consultation with parent/carers and child.

Education and Health Care Plan (EHCP); where a child has an EHCP, the local authority and the school must review that plan every twelve months as a minimum.

5.5 Supporting pupils moving between phases and preparing for adulthood

Maiden Beech Academy will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. Kate Stubbins (Pastoral Care Coordinator) oversees the transition of children entering Maiden Beech in Yr 5 from first schools and also the transfer of our Year 8 pupils to chosen secondary schools. Through close liaison with other schools, the opportunity is available for children to have additional visits both to Maiden Beech Academy and Wadham (our catchment secondary school). The SENCO meets with both first school and secondary SENCOs and class teachers to discuss the pupils and their needs. Where it is deemed to be helpful (and where possible) schools can provide a child their timetable for September during the summer holidays. Schools can also provide visual timetables and are happy to meet with parent carers prior to their child starting with the school. Maiden Beech Academy also provide the opportunity for parent carers to attend a 'Meet the Team' evening where they can become more familiar with key members of staff, putting a face to the name, (Headteacher, Student Services team) and ask any questions they may have.

5.6 Our approach to teaching pupils with SEN

Quality First Teaching is Maiden Beech Academy's provision made available to *all* students and recognises that all teachers are teachers of Special Educational Needs (SEN). This approach is outlined in the school's Teaching and Learning Policy. Most students will make progress through the normal differentiated 'Quality First Teaching' curriculum offered to all students which includes national literacy, numeracy and social inclusion initiatives to raise achievement. Quality First Teaching ensures that the teacher has the highest possible expectations for your child and all pupils in their class and will ensure that all teaching is based on building on what your child already knows, can do and can understand. Teachers will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning and specific strategies suggested by the SENCO or outside staff. Teachers may feel that a child is best supported in a smaller group for spelling or mental maths lessons and may ask a support assistant to work in a small group with those selected pupils.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptions are made to the learning environment so that all pupils can access all the classrooms:

- The school has ramps to classrooms and a lift to the 2nd floor in the main building
- There is a disabled toilet available near the hall
- The site is adapted with white markings to aid the access and mobility of those with visual impairment
- Specialist equipment as required on an individual basis to access the curriculum

5.8 Additional support for learning – SEN Support

When a child needs support additional to or different from the normal differentiated curriculum and Quality First Teaching, SEN support will be provided. This may be provided in a number of ways, depending on the specific needs of the child:

- Specific and targeted support from a Learning Support Assistant within the classroom environment
- Speech and Language Therapy work delivered by support staff following Speech and Language Therapist advice
- Focused reading lessons, with group or paired reading
- Individual Literacy Intervention (ILI)
- Pupil Passports
- Maths Counts
- Care plans for students with medical needs
- Small Curriculum Access Group (Causeway)
- Mentoring – Key Workers

5.9 Expertise and training of staff

Our SENCO is experienced in this role and works four days a week. We have a team of Learning Support Assistants and Higher Level Teaching Assistants who are trained to deliver SEN provision. We use specialist staff for emotional literacy sessions - ELSA provision.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Analysis of pupil tracking data each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Monitoring of classroom practice by the Headteacher, Senior Leadership Team and SENCO
- School Self Improvement document
- Local authority moderation and Ofsted inspection arrangements
- Formal and informal meetings of parents/carers and staff

5.11 Enabling pupils with SEN to engage in activities available to those in Maiden Beech Academy who do not have SEN

Maiden Beech Academy offers a number of opportunities to encourage children to develop themselves in extra-curricular activities. We provide Gifted and Talented opportunities .e.g. 'The Big Bang' project in Science, Geography events/trips and additional English workshops.

Citizenship and Personal Social and Health Education (PSHEE) is also included in our curriculum. It promotes the spiritual, moral, cultural, mental, emotional and physical awareness of all pupils. Citizenship gives the pupils the understanding, knowledge and skills to play an effective role in society. It helps them to become responsible citizens and have an awareness of their duties and rights. We endeavour to help pupils become more confident and responsible both in and beyond the classroom by encouraging them to play an active role in Maiden Beech Academy life, their neighbourhood, community and the wider world.

We hope that children will develop self-discipline, self-reliance and self respect as well as respect for their peers, adults and those in authority.

As Citizenship permeates throughout Maiden Beech Academy, it offers many interesting opportunities for pupils to experience. Classes have visits from the police liaison officer and outside visitors for Alcohol and Bullying presentations, theatre visits and they embark on educational visits. We support various charities and have an evolving student council where elected members discuss issues concerning Maiden Beech Academy and the community. 3 times yearly, a whole day is dedicated to 'Citizenship and Personal Social and Health Education' where the children learn through fun activities all about democracy, charities, fundraising, cultural awareness, staying healthy, economic awareness, safety, cultural diversity and careers.

Children can also have the opportunity to be a guinea pig monitor, to enter sports teams, to become a Year 8 prefect and run for election as academy council representative, Head Girl or Head Boy.

A full list of extra curricular activities provided at break, lunch time and after academy (sports, music, drama, dance.etc) is available for all children

5.12 Support for improving emotional and social development Pastoral Support

- Members of staff are allocated as class tutors
- Lunchtime clubs
- 1:1 Mentoring with Student Services Staff for anger management, self-esteem, behaviour and social difficulties.
- Transition support, visits and events
- Regular contact and liaison with parents as necessary
- academy sanctions and reward system as set out in academy Behaviour Policy
- Personal Support Plan (PSP) report process
- Quiet areas/bean bag room to go at break and lunch times
- Pupil Passports
- Social skills integrated into the small curriculum access group (Causeway).

Emotional and Social Difficulties

Those pupils with behavioural problems will also be identified and supported accordingly. A separate team Student Services deal directly with students on a daily basis, who present with behaviour issues which impact on their learning.

- In accordance with the School's Achievement Folder students who get 20 behaviour points over 5 consecutive days are placed on a PIP (Personal Improvement Plan) and monitored on a daily basis.
- There are 3 levels of PIP – parents are involved at all stages. (See Guidance and Motivation Policy.)

5.13 Working with other agencies

The school works closely with the following services to provide advice in specialist areas.

- Educational Psychologist
- Integrated Therapy Services (Physiotherapy; Speech and Language; Occupational Therapy; Learning Support)
- Autism and Communication Team
- EWO (Education Welfare Attendance Officer)
- School nurse
- Social, Emotional and Mental Health Support Service
- Visually Impaired Support Service
- Hearing Impaired Support Service
- PFSA (Parent Family Support Advisor)

Any contact with outside agencies about specific pupils is only made with parental and Headteacher consent.

5.14 Complaints about SEN provision

Maiden Beech Academy are always happy to talk to parent/carers and listen to any concerns they may have. If a parent has any worries or concerns about their child please talk to their class teacher or to the SENCO. Maiden Beech Academy will always do its best to respond to concerns raised. If a parent feels that their concerns are not being responded to, the school has a complaints procedure. A copy of the Complaints Policy can be obtained from the school office or on the school website.

5.15 Contact details of support services for parents of pupils with SEN

Somerset Parent Partnership Service supports parents of pupils with SEN. They can be contacted at www.somersetparentcarerforum.org.uk.

5.16 The local authority local offer

There is a link to the local authority's local offer on the Maiden Beech Academy website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Guidance and motivation (Behaviour) policy
- Single Equality Policy
- Children with Medical Conditions Policy
- Teaching and Learning Policy

Review and Responsibilities

Date of Policy	July 2018
Date of Next Review:	July 2019
Members of Staff Responsible:	Headteacher
Governor(s)/Committee(s) Responsible:	FGB
The plan was approved by the governing body on:	12 July 2018

Signed: *Dave Moffatt*

Chair

Carl Winch

Headteacher

MAIDEN BEECH ACADEMY - SEND PROVISION MAP 2018 / 19

SEND NEED	Universal High quality Inclusive Provision for all pupils	SEN Support	SEN High Needs
CLN Cognitive and Learning Needs	<ul style="list-style-type: none"> • Differentiated curriculum and resources • Visual supported resources • ICT activities • Support in class • Guided group / paired reading • Trips out • Assessment for Learning strategies / Ind. targets • Consideration for SATs access 	<ul style="list-style-type: none"> • Causeway Provision • In class support from LSA • Colour overlays • Cream paper for worksheets • Writing frames • Small group work specific to needs • Literacy / Numeracy catch-up groups • Extra reading support • Key Worker 	<ul style="list-style-type: none"> • Causeway provision • 1:1 ILI / Maths Counts • 1:1 in class support from LSA • Weekly 1:1 with Key Worker • Termly review with Key Worker / SENCO • Annual Review • Advice from LSS • Advice Educational psychologist
SEMH Social Emotional Mental Health Needs	<ul style="list-style-type: none"> • School Behaviour Policy • Whole school rewards & sanctions • PIPs • HTAs • Clear boundaries in classroom • Residential trips • PSHE lessons / days 	<ul style="list-style-type: none"> • PIPs • Behaviour Charts • Exit cards • Social skills / Nurture Group • Key Worker • Access to Student Services break / lunchtime • Team Around the Child meetings 	<ul style="list-style-type: none"> • 1:1 ELSA • Weekly 1:1 with Key Worker • 1:1 in class LSA support • 1:1 withdrawal Student Services • Modified timetable • PFSA • CAMHS • Advice Educational Psychologist
CIN Communication and Interaction needs	<ul style="list-style-type: none"> • Differentiated curriculum & resources • Support for vocabulary / key words • PSHE lessons / days • Visually supported resources 	<ul style="list-style-type: none"> • Modified curriculum • In class support for speech & Language • Preparation for changes in routine • Talkabout group • Key Worker 	<ul style="list-style-type: none"> • Advice from SALT • Advice from ASD Team • Weekly 1:1 with Key Worker • 1:1 Language work • 1:1 withdrawal work Student Services • Speech & Language Therapist • Educational Psychologist
SPN Sensory or Physical Needs	<ul style="list-style-type: none"> • Access to medication as prescribed & handed into school • Medical Health Care Plan • Consideration for SATs access 	<ul style="list-style-type: none"> • Multi-professional Care Plan • Small group motor skills practice • Handwriting practice • Access to additional equipment 	<ul style="list-style-type: none"> • Access to specialist equipment • Weekly 1:1 with Key Worker • Termly review with Key Worker & SENCO • Annual Review • PIMST • Occupational Therapist • 1:1 Physio / OT programme • 1:1 support during PE

